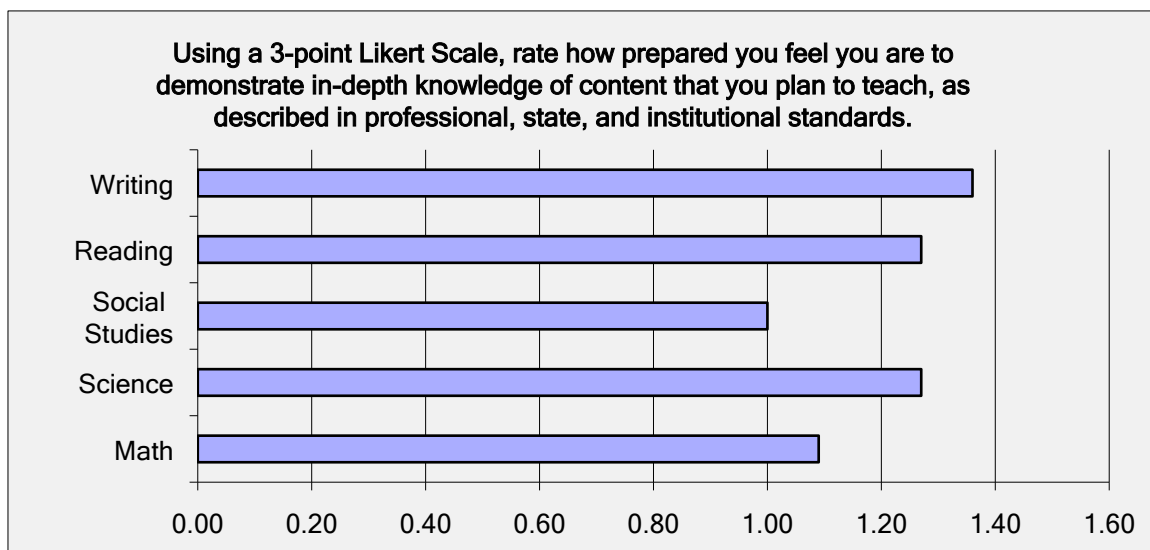


Exhibit H: Teacher Candidate Exit Survey, Spring 2015

Ability to demonstrate in-depth knowledge of content that you plan to teach, as described in professional, state, and institutional standards.

	Well-Prepared	Prepared	Unprepared	Response Count	Average	Range
Math	2	8	1	11	1.09	0-2
Science	3	8	0	11	1.27	1-2
Social Studies	1	9	1	11	1.00	0-2
Reading	3	8	0	11	1.27	1-2
Writing	4	7	0	11	1.36	1-2

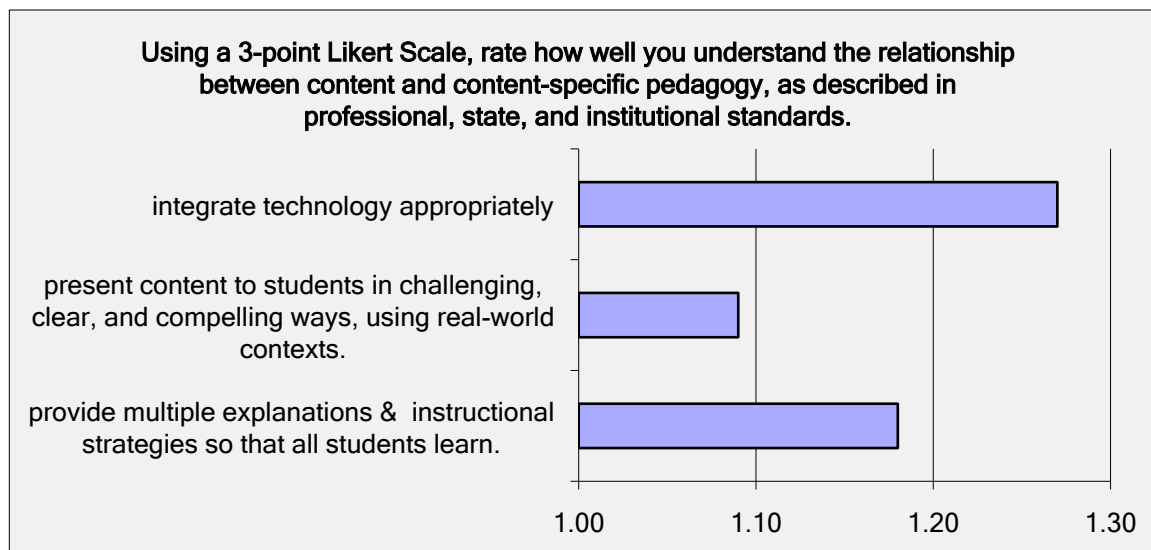
Ability to demonstrate in-depth knowledge of content that you plan to teach, as described in professional, state, and institutional standards.



Understanding of the relationship between content and content-specific pedagogy, as described in professional, state, and institutional standards.

	Well-Prepared	Prepared	Unprepared	Response Count	Average	Range
provide multiple explanations & instructional strategies so that all students learn.	2	9	0	11	1.00	1-2
present content to students in challenging, clear, and compelling ways, using real-world contexts.	2	8	0	10	1.18	1-2
integrate technology appropriately	4	6	1	11	1.27	0-2

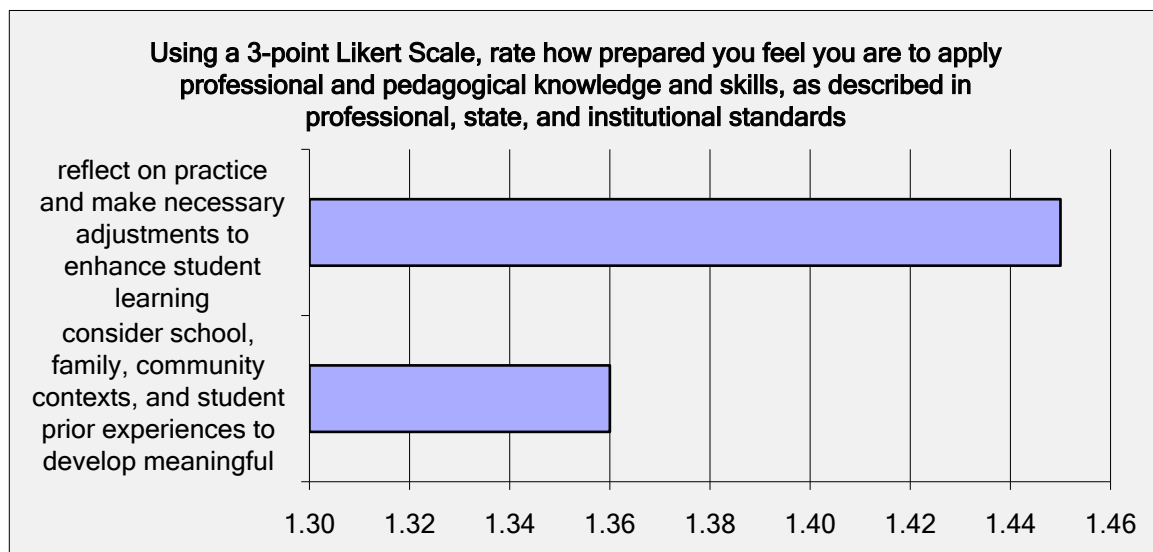
Understanding of the relationship between content and content-specific pedagogy, as described in professional, state, and institutional standards.



Ability to apply professional and pedagogical knowledge and skills, as described in professional, state, and institutional standards

	Well-Prepared	Prepared	Unprepared	Response Count	Average	Range
consider school, family, community contexts, and student prior experiences to develop meaningful learning experiences.	4	7	0	11	1.36	1-2
reflect on practice and make necessary adjustments to enhance student learning	5	6	0	11	1.45	1-2

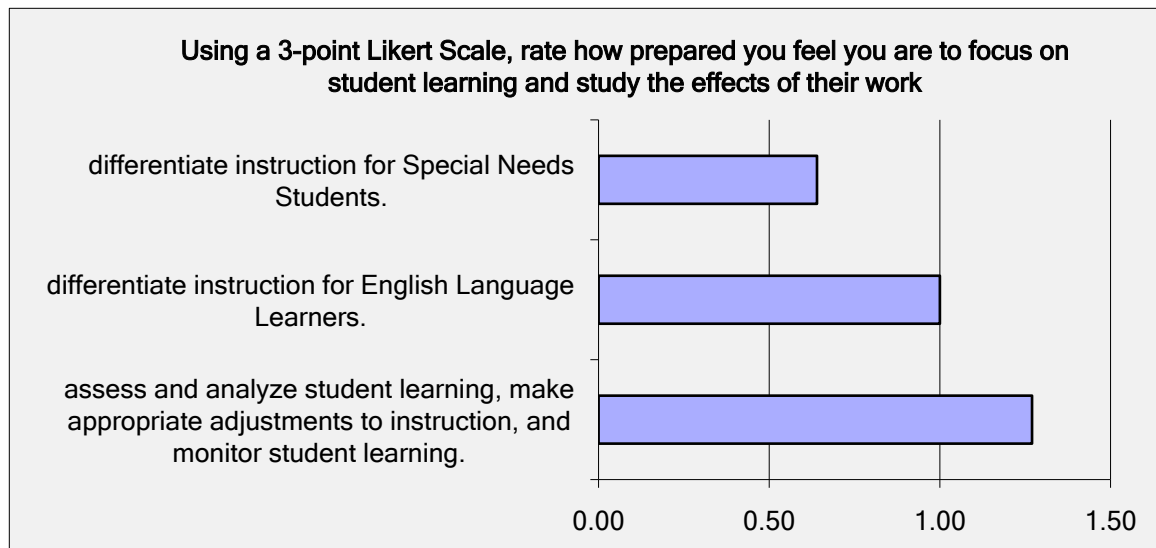
Ability to apply professional and pedagogical knowledge and skills, as described in professional, state, and institutional standards



Focus on student learning and study the effects of their work

	Well-Prepared	Prepared	Unprepared	Response Count	Average	Range
assess and analyze student learning, make appropriate adjustments to instruction, and monitor student learning.	3	8	0	11	1.27	1-2
differentiate instruction for English Language Learners.	2	7	2	11	1.00	0-2
differentiate instruction for Special Needs Students.	0	7	4	11	0.63	0-2

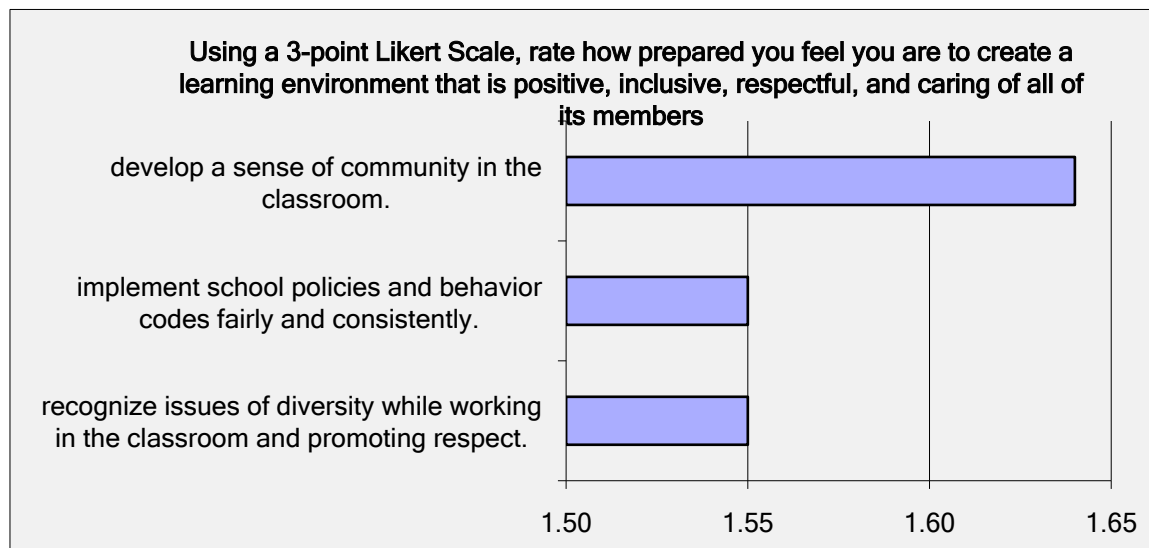
Focus on student learning and study the effects of their work



Ability to create a learning environment that is positive, inclusive, respectful, and caring of all of its members

	Well-Prepared	Prepared	Unprepared	Response Count	Average	Range
recognize issues of diversity while working in the classroom and promoting respect.	6	5	0	11	1.55	1-2
implement school policies and behavior codes fairly and consistently.	7	3	1	11	1.54	0-2
develop a sense of community in the classroom.	7	4	0	11	1.63	1-2

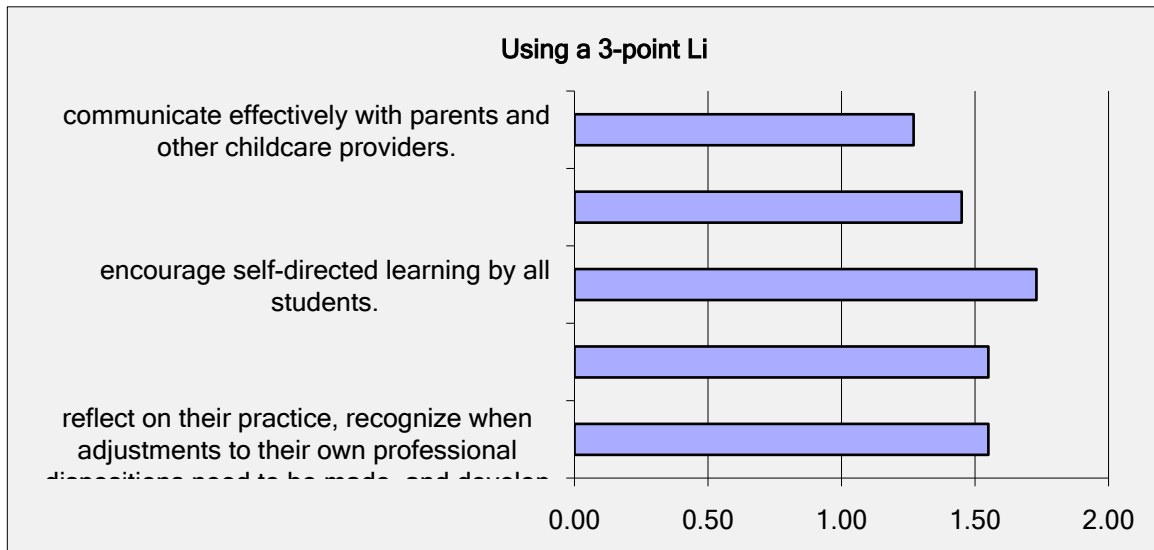
Ability to create a learning environment that is positive, inclusive, respectful, and caring of all of its members



Work with students, families, colleagues, and communities in ways that reflect professional dispositions expected of professional educators, as described in professional, state, and institutional standards.

	Well- Prepared	Prepared	Unprepared	Response Count	Average	Range
reflect on their practice, recognize when adjustments to their own professional dispositions need to be made, and develop plans to do so.	6	5	0	11	1.54	1-2
demonstrate classroom behaviors that create caring and supportive learning environments.	6	5	0	11	1.54	1-2
encourage self-directed learning by all students.	8	3	0	11	1.72	1-2
communicate effectively with colleagues, administrators, and school staff.	5	6	0	11	1.45	1-2
communicate effectively with parents and other childcare providers.	4	6	1	11	1.27	0-2

Work with students, families, colleagues, and communities in ways that reflect professional dispositions expected of professional educators, as described in professional, state, and institutional standards.



***Asked for the first time**

Thinking back on your student teacher experience, how would you rate your impact on student learning in the classroom?

	Excellent	Acceptable	Ca not determine	Response Count	Average	Range
Thinking back on your student teacher experience, how would you rate your impact on student learning in the classroom?	4	7	0	11	1.36	1-2

Please comment on your impact on student learning in the classroom.

I think I've made a great impact on student learning. I did my best to come up with creative activities for lessons I've taught. I think I made learning fun for the students.

The students were very engaged and excited to learn. When I notice that the students are not understanding or having a hard time, I would try to understand what they are not getting or what do they need more help now. I would provide them more help during recess or lunch.

The biggest impact on student learning in the classroom was asking myself how are my students going to meet the objectives I will give them. This was more like an art that was the focal point of becoming a student teacher in training. There are so many ways of going about to doing this and a lot of ways of not accomplishing the objectives. Through this elementary education program, I was able to structure my lessons in a way that students would be able to meet my objectives. In turn, I became a better teacher in learning how to focus objectives.

I was able to teach everyday and form a great rapport with the students. Therefore I knew the ins and outs of each of my students, for example the students that needed extra assistance or more support. I knew which students needed prepared extensions because they were more proficient than their peers. I knew how to support the SPED and ELL students while allowing them moments to shine in the classroom. With the collaboration of my mentor and I we ensured that our students had an environment that they can thrive and achieve in. I made sure to challenge my students cognitively and allow them moments to construct their learning. It was an

amazing experience.
I believe I had a positive impact on student learning in the classroom because I feel I was able to connect and ensure that the students were engaged. I also feel that my hands-on approach to learning (especially science) helped the students learn a lot of new science concepts.
I feel the students were interested in my lessons. They were engaged and did well on the assessments.
Feel that I made a positive impact and influence.
Teaching, especially soloing has taught me so much about students as well as the community not only they live in, but I live in. I have learned from them more than I think I could have taught them. However, I feel I have helped them in the areas of managing themselves, and their things, as well as in math above all other content areas. I took over math towards the end of the semester and feel that the experience helped me to grow more in an area that I am weaker in. I also helped the struggling readers with letter/sound recognition, and could see the improvements through out the semester. Overall, it was a learning experience that will be unforgettable.
I believe I am able to promote a creative and intriguing environment for the students to learn. I think my stature and position as a coach has assisted me with being able to have an impact on the students and the way they learn.
The students respected me as their teacher and they appreciated the activities and lessons I taught. The students went home learning something new. I took the time to learn my students and develop relationships.
This experience was amazing for me because with my situation I had to be really independent. My mentor was rarely around but we did have contact. This taught me a lot about teaching and how flexible you need to be as a teacher.

What did the UHWO Elementary Teacher Education program do best in preparing you to be an effective teacher?

Open-ended Responses
Whenever I needed help with certain things such as classwork, questions on lesson plans and so forth, the professors were really helpful and gave a lot of suggestions.
The UHWO Elementary Teacher Education program has always been very supportive and tried their best to help me in any way to become an effective teacher, such as developing a lesson plan, content knowledge in science and math, and differentiated instructions.
The teacher education program helped me out most through preparing me for what to expect in the classroom. They were very encouraging towards me in pursuing my education endeavors. They gave me many chances that helped me grow into the educator that I am today. The various research proven instructional strategies which I learned helped me the most in teaching to the classrooms of students which I had.
All of the advisors and professors helped in preparing us by providing us constant support. I do believe that a possible teaching center for Elementary Ed majors will be beneficial in order to address content knowledge or Praxis preparation opportunities.
The UHWO Elementary Teacher Education Program, helped prepare me to be an effective teacher by giving me the many opportunities to be in the classroom to put into practice what we were learning in the classroom.
I think they tried their best to place me in schools that were well suited for me
Preparing me for science content and labs.
Providing resources to improve management and literacy.
I think the UHWO Elementary Teacher Education program has provided me with experiences and knowledge to be a competent educator who shall impact student learning.
Understanding the different theories and how they are applied in the classroom. The hands on activities were very helpful. The content was very important as well in the program.
The taught me how to be flexible as a teacher as well as many different things.

Now that you have completed requirements for the B.Ed, how can the UHWO Education faculty continue to assist you, as you emerge into the profession and become established?

I'd hope to keep in contact with the professors to turn to for help if I need it.
The UHWO Education faculty can assist me by providing resources that can help us becoming a effective first year teacher. For example, classroom set-up, what to do with the students on the first day (expectations, rules, etc.).
I can look to the faculty at the UHWO education program to seek professional guidance in my teaching profession.
In an idealistic sense, it would be great if we could have a simple First Year Teacher Starter kit (supplies/planner/etc). In a realistic sense, I feel an interview workshop or a how to apply for your license seminar meeting would help out a lot of us since there was some confusion during the application process.
The UHWO Education Faculty can assist me by keeping in touch, and letting me know if there are any professional development opportunities the university is offering.
I don't think so
Keeping in contact with professors as resources.
Emailing resources.
I think that UHWO can just be a resource for me to rely upon in order to continue being a competent instructor.
Keep in contact and be there to answer our questions if need be. Be supportive and supplie student teachers in the field and schools where we are at so se develop others and ourselves.
N.a.

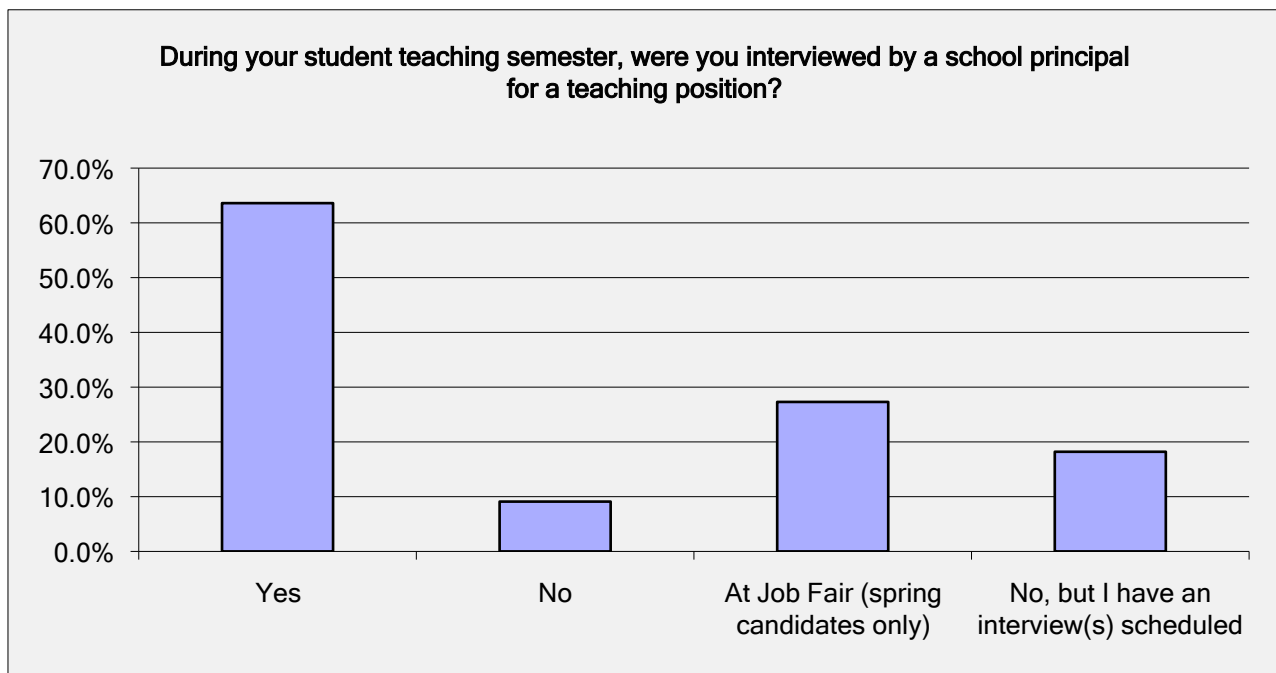
Upon graduation, do you plan to pursue a career in teaching? If not, what are your short and/or long-term plans? (e.g., Will you be going to graduate school?)

Answer Choices	Responses
Yes	7
No	1
Not immediately	3
Total	11

Have you been interviewed by a school principal for a teaching position?

Answer Choices	Responses
Yes	7
No	4
At Job Fair	3
No, but I have an interview scheduled	2
Total Responses: 11	

Have you been interviewed by a school principal for a teaching position?



Have you been offered and accepted an elementary teaching position? If yes, please provide location, grade level, and starting date.

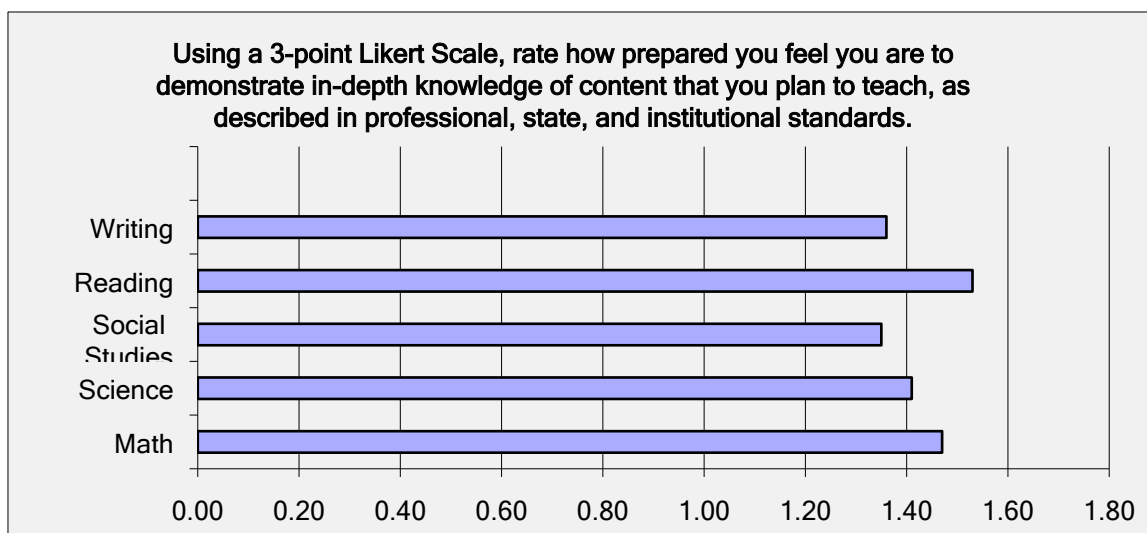
Answer Choices	Responses
Yes	1
No	6
Offer Pending	4
Total	11
Comments:	
Maili Elementary, Grade 3, July 27	
United States	

Exhibit H: Teacher Candidate Exit Survey, Fall 2014

Ability to demonstrate in-depth knowledge of content that you plan to teach, as described in professional, state, and institutional standards.

	Well-Prepared	Prepared	Unprepared	Response Count	Weighted Average	Range
Math	8	9	0	17	1.47	1-2
Science	7	10	0	17	1.41	1-2
Social Studies	7	9	1	17	1.35	0-2
Reading	9	8	0	17	1.53	1-2
Writing	8	9	0	17	1.47	1-2

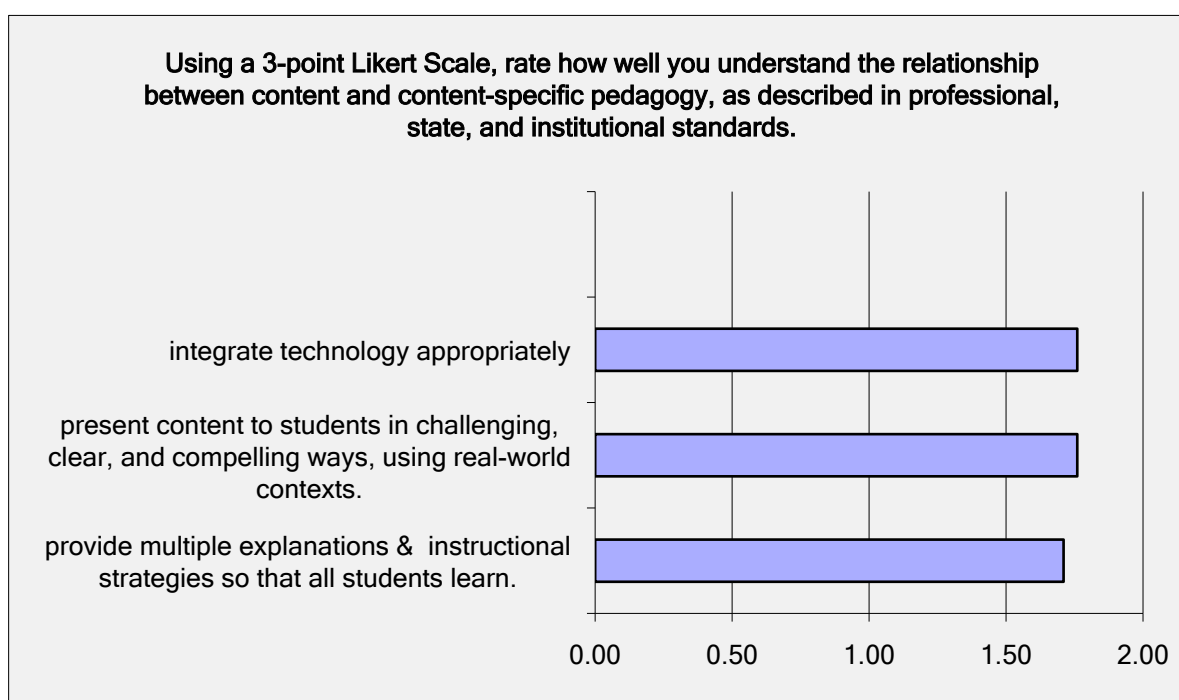
Ability to demonstrate in-depth knowledge of content that you plan to teach, as described in professional, state, and institutional standards.



Understanding of the relationship between content and content-specific pedagogy, as described in professional, state, and institutional standards.

	Well-Prepared	Prepared	Unprepared	Response Count	Average	Range
provide multiple explanations & instructional strategies so that all students learn.	12	5	0	17	1.71	1-2
present content to students in challenging, clear, and compelling ways, using real-world contexts.	13	4	0	17	1.76	1-2
integrate technology appropriately	13	4	0	17	1.76	0-2

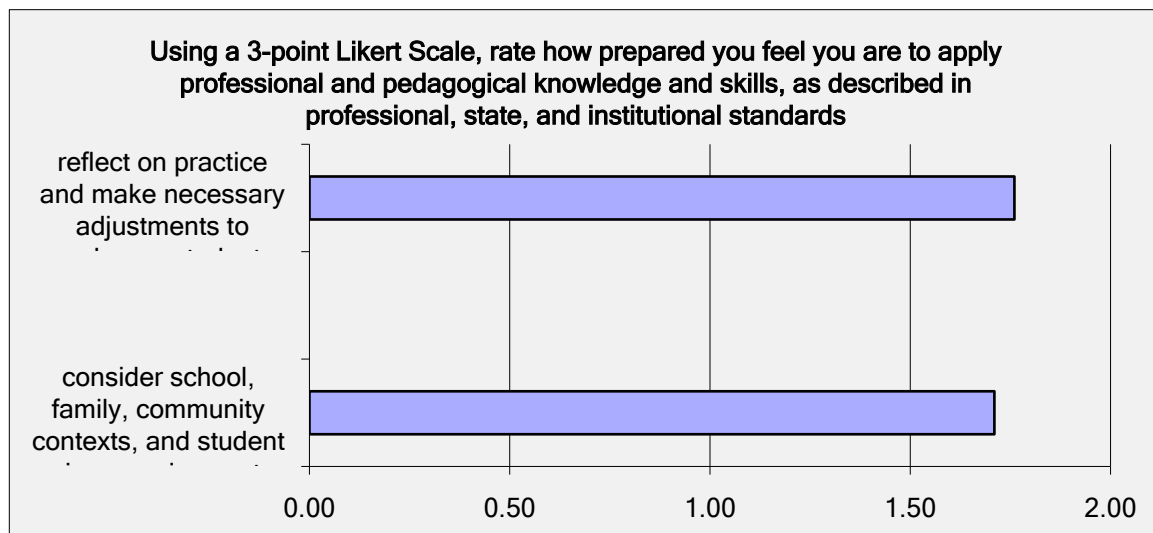
Understanding of the relationship between content and content-specific pedagogy, as described in professional, state, and institutional standards.



Ability to apply professional and pedagogical knowledge and skills, as described in professional, state, and institutional standards

	Well-Prepared	Prepared	Unprepared	Response Count	Average	Range
consider school, family, community contexts, and student prior experiences to develop meaningful learning experiences.	12	5	0	17	1.71	1-2
reflect on practice and make necessary adjustments to enhance student learning	13	4	0	17	1.76	1-2

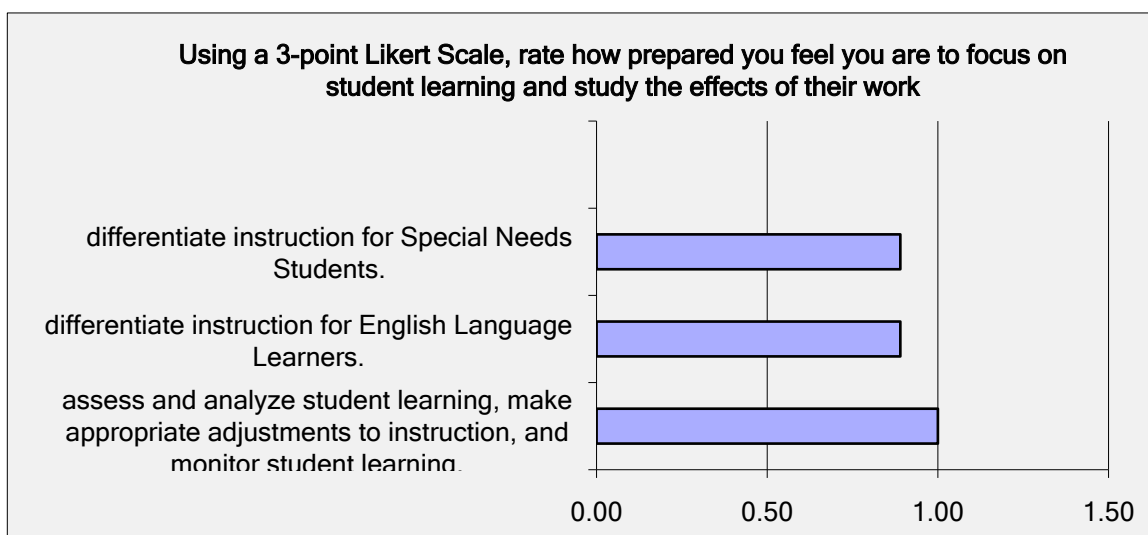
Ability to apply professional and pedagogical knowledge and skills, as described in professional, state, and institutional standards



Focus on student learning and study the effects of their work

	Well-Prepared	Prepared	Unprepared	Response Count	Average	Range
assess and analyze student learning, make appropriate adjustments to instruction, and monitor student learning.	12	5	0	17	1.00	1-2
differentiate instruction for English Language Learners.	8	9	0	17	0.89	1-2
differentiate instruction for Special Needs Students.	8	8	1	17	0.89	0-2

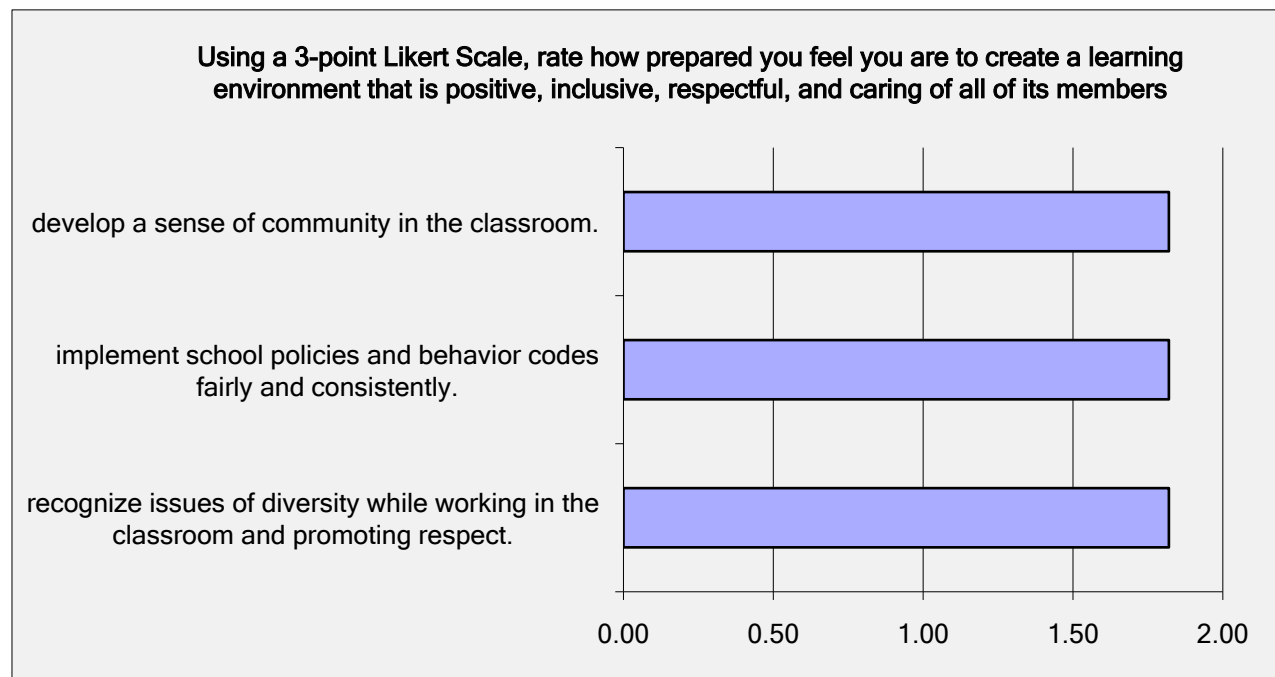
Focus on student learning and study the effects of their work



Ability to create a learning environment that is positive, inclusive, respectful, and caring of all of its members

	Well-Prepared	Prepared	Unprepared	Response Count	Average	Range
recognize issues of diversity while working in the classroom and promoting respect.	14	3	0	17	1.82	1-2
implement school policies and behavior codes fairly and consistently.	14	3	0	17	1.82	1-2
develop a sense of community in the classroom.	14	3	0	17	1.82	1-2

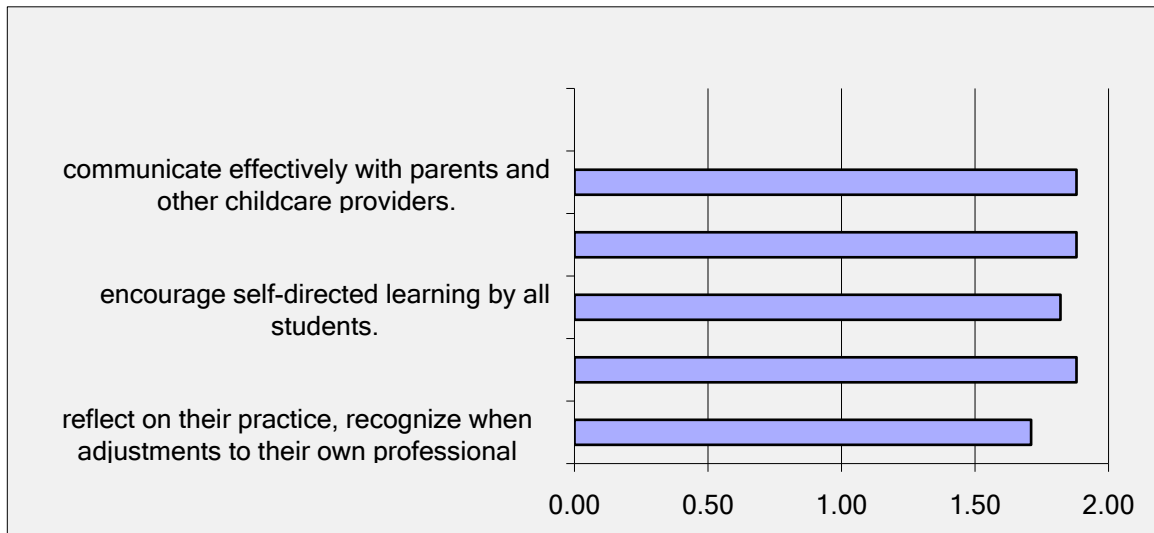
Ability to create a learning environment that is positive, inclusive, respectful, and caring of all of its members



Work with students, families, colleagues, and communities in ways that reflect professional dispositions expected of professional educators, as described in professional, state, and institutional standards.

	Well- Prepared	Prepared	Unprepared	Response Count	Average	Range
reflect on their practice, recognize when adjustments to their own professional dispositions need to be made, and develop plans to do so.	12	5	0	17	1.71	1-2
demonstrate classroom behaviors that create caring and supportive learning environments.	14	2	0	17	1.88	1-2
encourage self-directed learning by all students.	14	3	0	17	1.82	1-2
communicate effectively with colleagues, administrators, and school staff.	15	2	0	17	1.88	1-2
communicate effectively with parents and other childcare providers.	15	2	0	17	1.88	0-2

Work with students, families, colleagues, and communities in ways that reflect professional dispositions expected of professional educators, as described in professional, state, and institutional standards.



What did the UHWO Elementary Teacher Education program do best in preparing you to be an effective teacher?

Open-ended Responses
Paired me with an awesome mentor teacher.
Provide me with the student teaching experience which I found was the most valuable.
The UHWO Education program equipped me with useful strategies and theory to use in my profession. They have provided me with multiple learning opportunities to apply and reflect on these strategies and theories. The UHWO Education program has prepared me to become a teacher!
placing me at a high achieving school with a master teacher for student teaching.
Providing me with seminars and classes that provided resources and "training" to

scaffold my teaching strategies.
They provided us with helpful materials and discussions.
Provided me with methods background in the core subjects. Allowed me to work with students and observe how strategies taught can be used in real world contexts.
The program prepared me by teaching me different strategies when it came to instruction, creating lessons and thinking out side of the box (when needed). The best part was the hands on experience during practicum and student teaching. This allowed me to apply what I was learning in a real classroom setting.
I felt that the activities we did in each block methods course helped me the best in preparing me to be an effective teacher. Completing task that you would implement as a teacher gave me insight to new ideas and why certain concepts should be addressed in a lesson/activity.
I think the UHWO Elementary Teacher Ed. program did best at challenging us to figure out how to teach on our own. I feel that most of the learning I did was during my student teaching semester when we were finally fully-responsible for a class. I also feel they did great at drilling us with lesson planning.
The experiences that I gained through being an OP and student teacher provided me with the opportunity to prepare me to be an effective teacher. My time in the classrooms and teaching the lessons I created helped me to further develop my instructional strategies.
Student teaching prepared me the most.
The program was unorganized at many points.
Getting candidates schools to do their student teaching. Hands on experience is the best type of learning. during student teaching is when I feel I learned the most because it was hands on.
Placing me at different schools
I think that the university's Education program prepared me to be a skillful and reflective teacher. I'm coming out of the program with a lot of tools and resources that I can use to teach all of my students who possess very different learning styles and whom each has various levels of abilities.
The program taught me new methods to adapt to classroom behavior and skills. The classes that I took taught me how to differentiate instruction which is something that is crucial in knowing when teaching in a classroom.

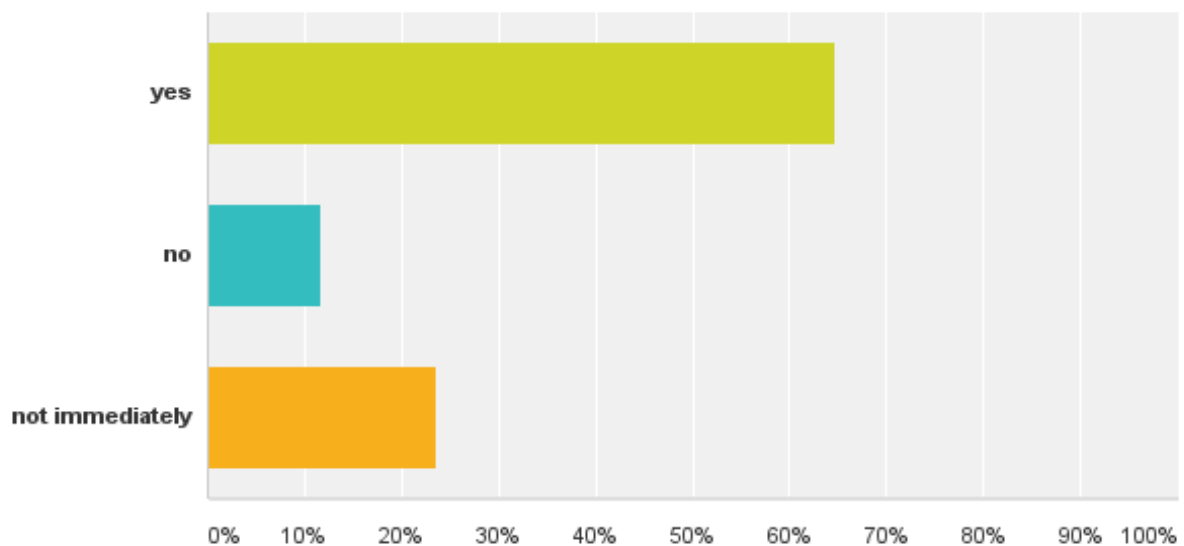
Now that you have completed requirements for the B.Ed, how can the UHWO Education faculty continue to assist you, as you emerge into the profession and become established?

Professional development in upcoming and new standards and current events.
Continued support from professors about questions I may have regarding assessments, strategies and differentiation
If needed, they can assist me by being available to answer any questions I may have when I start teaching.
n/a
N/A
Keeping me up to date with classes that may be new to uhwo and that is part of the education field.
Remain in contact and provide advice for dealing with new teacher challenges.
Create a masters program or professional development courses.
No comment at this time.
They could keep us updated with what the current students are learning in the UHWO Elem. Ed. program so that we can continue our learning after graduation. They could continue to send us any useful resources we could use in the class.
The faculty can continue to assist me and other UHWO Elementary Education graduates by providing us with support as future educators through seminars for first time teachers.
IDK
Send me emails about continuing my professional development so I can get bumped up in my pay scale
Be available for any questions we may have during our teaching career. Notify candidates of any future courses in or out of college that could help us in teaching. I.e..classroom management that teaches how to handle tuff situations (defiant student).
inform us on PD credits that could be offered to teachers
The faculty can help by providing me with assistance in finding a teaching career within the Hawaii Department of Education, offering more professional development opportunities, etc.
The faculty can be open for appointments as I enter into the teaching field. I would hope that they will be open in giving us advice for our own classroom and issues that we may face.

Upon graduation, do you plan to pursue a career in teaching? If not, what are your short and/or long-term plans? (e.g., Will you be going to graduate school?)

Answer Choices	Responses
Yes	11
No	2
Not immediately	4
Total	17

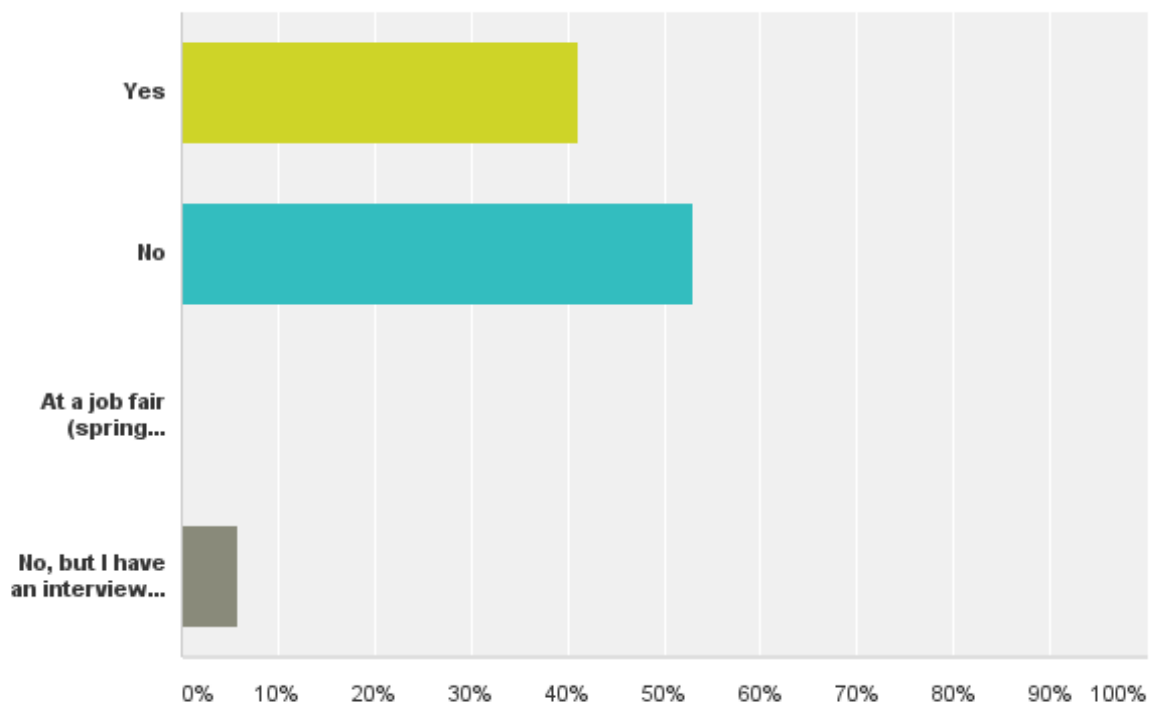
Upon graduation, do you plan to pursue a career in teaching? If not, what are your short and/or long-term plans? (e.g., Will you be going to graduate school?)



Have you been interviewed by a school principal for a teaching position?

Answer Choices	Responses
Yes	7
No	9
At Job Fair	0
No, but I have an interview scheduled	1
Total Responses: 17	

Have you been interviewed by a school principal for a teaching position?



Have you been offered and accepted an elementary teaching position? If yes, please provide location, grade level, and starting date.

Answer Choices	Responses
Yes	3
No	14
Offer Pending	0
Total	17
Comments: Leihoku Elementary School, Kindergarten, January 9, 2015 Aiea, Kindergarten, January United States Agust Ahrens Elementary School, K, ASAP United States	

